

Modified Academic Achievement Standards Assessment



TCAP MAAS
2010-2011

What is MAAS?



- MAAS=Modified Academic Achievement Standards Assessment
- An Alternate Assessment based on Grade Level curriculum standards
- Remains challenging for eligible students, but may be easier than the General Achievement Assessment
 - The manner in which student's are assessed is more appropriate for this population

How is MAAS more appropriate?



- Test design is specific for MAAS
 - Shorter Assessment
 - ✦ Shorter Reading Passages
 - ✦ Fewer Items per Content Area
 - Three Answer Options
 - Decreased Cognitive Complexity
 - ✦ Simplified Language
 - ✦ Charts, Graphs, Tables are Simplified
 - ✦ MAAS Specific Words Emphasized
 - ✦ Segments Culled to be Included with the Item
 - More Simplistic Print Style
 - ✦ Larger Print Type
 - ✦ Increased White Space

Who is eligible?

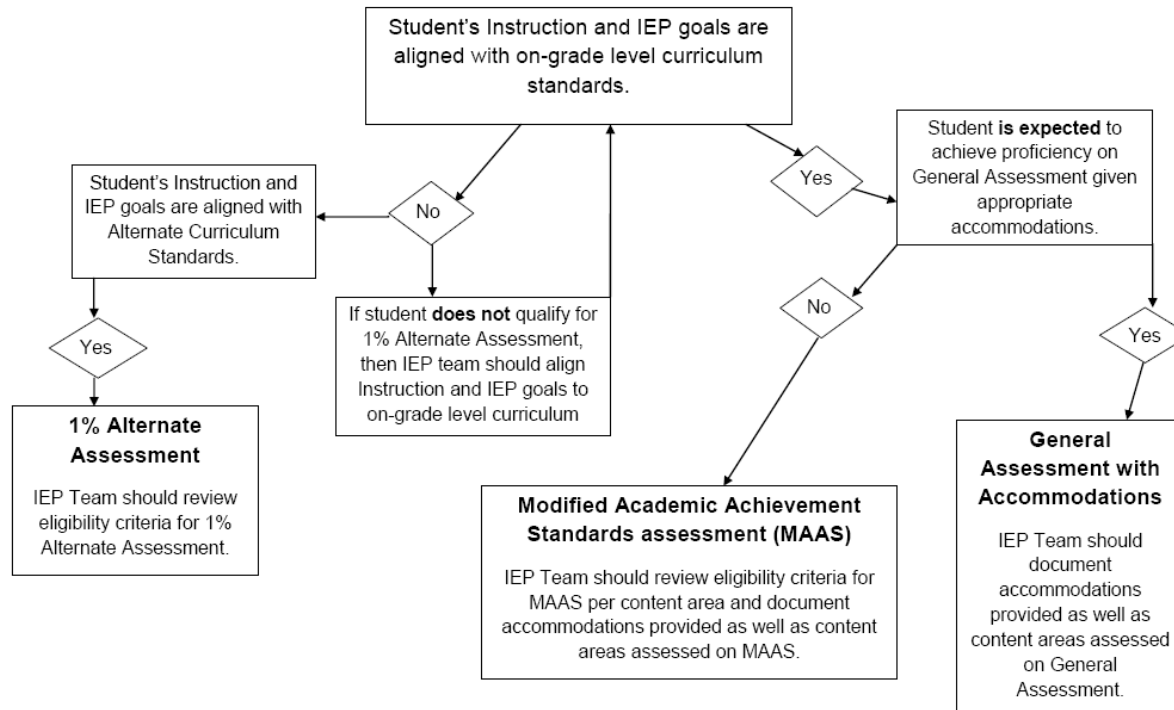


- Student must be a student with a disability under section 602(3) of the IDEA and may be in any of the disability categories listed
 - Functionally Delayed is NOT an IDEA disability. A student with a primary disability of FD may be assessed with MAAS. However, scores will count as Non-Proficient and he will be counted as a Non-Participant for AYP purposes.
- Student has an active IEP
- Student does not qualify for Alternate Assessment based on Alternate Academic Standards (1% Portfolio Assessment)
- Eligibility must not result primarily from excessive or extended absence or any specific categorical label

Eligibility Flowchart



Statewide Assessments Participation for Students with Disabilities IEP Team Decision Flowchart



Are student's IEP Goals and Instruction aligned to On-Grade Level Standards?



- **NO**

- Student's IEP Goals and Instruction are aligned to Alternate Academic Content Standards
 - ✦ Student is Assessed with Alternate Assessment based on Alternate Academic Standards-1% Portfolio
- OR
- ✦ Student does NOT QUALIFY for 1% Portfolio Assessment
 - IEP Team must align IEP Goals and Instruction to On-Grade Level Content Standards

Are student's IEP Goals and Instruction aligned to On-Grade Level Standards?



- YES

- Is student's progress to date in response to appropriate instruction, including special education and related services designed to address the student's individual needs, is such that the IEP Team is reasonable certain that the student **WILL NOT** achieve grade-level proficiency within the year covered by the IEP?

- ✦ **YES-Student Qualifies for MAAS**

- IEP Team should ask the above question for each content area assessed and document on IEP
- IEP Team should determine accommodations to be provided during the assessment and document on IEP

- ✦ **NO-Student is expected to achieve proficiency on General Assessment. IEP Team should determine content areas to be assessed and accommodations to be provided and document on IEP.**

What is a Standards Based IEP?



- An IEP aligned to State Academic Grade-Level Content Standards
- Goal is to provide a document which will provide access to the general curriculum and enable students to demonstrate academic achievement linked to grade-level content
- A good Standards Based IEP contains GOALS that are based in the grade level curriculum standards, but the OBJECTIVES are based in the instructional level and calculated to accelerate the student's progress toward meeting the grade level goal.

What is the process for development of a Standards Based IEP?



- Seven Major Steps

1. Consider the grade-level content standards for the grade in which the student is enrolled
2. Examine classroom and student data to determine where the student is functioning in relation to the grade-level standards
3. Develop the present level of academic achievement and functional performance
4. Develop measurable annual goals aligned with grade-level academic content standards
5. Assess and report the student's progress throughout the year
6. Identify specially designed instruction including accommodations and/or modifications needed to access and progress in the general education curriculum
7. Determine the most appropriate assessment option

What is the First Step?



- Step 1: Consider the grade-level content standards for the grade in which the student is enrolled
 - What is the intent of the content standard?
 - What is the content standard saying that the student must know and be able to do?

What is the Second Step?



- Step 2: Examine classroom and student data to determine where the student is functioning in relation to the grade-level standards
 - Has the student been taught content aligned with grade-level standards?
 - Has the student been provided appropriate instructional scaffolding to attain grade-level expectation?
 - Were the lessons and teaching materials used to teach the student aligned with state grade-level standards?
 - Was the instruction evidence-based?

What is the Third Step?



- **Step 3: Develop the present level of academic achievement and functional performance**

*Describe the individual strengths and needs of the student in relation to accessing and mastering the general curriculum.

- What do we know about the student's response to academic instruction (e.g., progress monitoring data)
- What programs, accommodations (i.e., classroom and testing) and/or interventions have been successful with the student?
- What have we learned from previous IEPs and student data that can inform decision making?
- Are there assessment data (i.e., state, district and/or classroom) that can provide useful information for making decisions about the student's strengths and needs?

*Consider the factors related to the student's disability and how they affect how the student learns and demonstrates what he or she knows

- How does the student's disability affect participation and progress in the general curriculum?
- What supports does the student need to learn the knowledge and attain the skills to progress in the general curriculum?
- Is the student on track to achieve grade-level proficiency within the year?

What is the Fourth Step?



- **Step 4: Develop measurable annual goals aligned with grade-level academic content standards**
 - What are the student's needs as identified in the present level of performance?
 - Does the goal have a specific timeframe?
 - What can the student reasonably be expected to accomplish in one school year?
 - Are the conditions for meeting the goal addressed?
 - How will the outcome of the goal be measured?

What is the Fifth Step?



- **Step 5: Assess and report the student's progress throughout the year**
 - How does the student demonstrate what he/she knows on classroom, district and state assessments?
 - Are a variety of assessments used to measure progress?
 - How will progress be reported to parents?

What is the Sixth Step?



- Step 6: Identify specially designed instruction including accommodations and/or modifications needed to access and progress in the general education curriculum
 - What accommodations are needed to enable the student to access the knowledge in the general education curriculum?
 - What accommodations have been used with the student and were they effective?
 - Has the complexity of the materials been changed in such a way that the content has been modified?

What is the Seventh Step?



- **Step 7: Determine the most appropriate assessment option**
 - What types of assessments are offered?
 - What types of accommodations are available for the assessment?
 - Has the student received standards-based, grade-level instruction?
 - Can the student make progress toward grade-level standards in the same timeframe as typical peers? (If no, consider Modified State Assessment)
 - What can be learned from the student's previous state assessment results?

Where can more information be located?



- A Seven-Step Process to Creating Standards-based IEPs

<http://www.cehd.umn.edu/nceo/Teleconferences/AAMASteleconferences/SevenStepProcess.pdf>

- Standards Based Individualized Education Program Examples

<http://www.cehd.umn.edu/nceo/Teleconferences/AAMASteleconferences/StandardsBasedIEPExamples.pdf>

What about the 2% Rule?



- 2% cap is a limit on the number of proficient and advanced scores that may be counted towards AYP
- It is NOT a limit on the number of students who may be assessed
 - If a student is eligible to take MAAS, the student should take MAAS

How is the 2% Calculated?



- Based on the number of students enrolled in the tested grades
 - TN has developed MAAS for Grades 3-8
 - TN bases 2% number on all students assessed in Grades 3-8
- Number of students in a tested grade is based on enrollment at the time of testing, including students who are publicly placed in a private school to receive special education services

What happens if TN goes over 2%?



- If the number of proficient and advanced scores from MAAS exceeds 2% of all students tested in grades 3-8, the additional scores would be counted as non-proficient in calculating AYP
 - The “roll back” would occur state wide
- HOWEVER, If the student is eligible to take MAAS, the IEP team has decided the student would not achieve on-grade level proficiency if assessed on General Assessment
 - If student is eligible to take MAAS, he should take MAAS

Student is eligible for MAAS! What now?



- IEP team will determine which content areas are appropriate to assess
- IEP team will determine which accommodations are appropriate per content areas

What accommodations are available for MAAS?



TCAP Special Accommodations Chart 2010-2011 All Special Accommodations <u>must</u> be documented on the IEP or 504 Service Plan and used consistently in the classroom. Refer to TCAP Test Administration Manuals and TCAP Accommodations Instructions for test administration instructions. Students may use multiple accommodations.				
Test Accommodation	Achievement/MAAS Grades 3-8	Gateway	End of Course (EOC)	Writing
A. Extended Time	-Extended time limits determined by IEP team or 504 committee	-Not Applicable-Untimed	-Not Applicable-Untimed	-Extended time limits determined by IEP team or 504 committee
B. Read Aloud Internal Test Instructions/Items	-504 Service Plan-May not be used for ELA content area -IEP-May be used for all content areas, including ELA	-504 Service Plan-May not be used for ELA content area -IEP-May be used for all content areas, including ELA	-504 Service Plan-May not be used for ELA content area -IEP-May be used for all content areas, including ELA	-Not applicable-Prompt is routinely read aloud
C. Prompting Upon Request	-504 Service Plan-May not be used for ELA content area -IEP-May be used for all content areas, including ELA	-504 Service Plan-May not be used for ELA content area -IEP-May be used for all content areas, including ELA	-504 Service Plan-May not be used for ELA content area -IEP-May be used for all content areas, including ELA	-Not applicable-Prompt is routinely read aloud
D. Interpreter Signs/Cues Test	-As indicated on IEP with verified Hearing Impairment/Deafness. May be used for all content areas	-As indicated on IEP with verified Hearing Impairment/Deafness. May be used for all content areas	-As indicated on IEP with verified Hearing Impairment/Deafness. May be used for all content areas	-As indicated on IEP with verified Hearing Impairment/Deafness. May be used for all content areas
E. Manipulatives	-IEP or 504 service plan goal in mathematics where manipulatives are consistently used	-IEP or 504 service plan goal in mathematics where manipulatives are consistently used	-IEP or 504 service plan goal in mathematics where manipulatives are consistently used	-Not applicable
F. Assistive Technology	-IEP or 504 service plan goal where technology is consistently used throughout educational program -Technology used is necessary for post-school success	-IEP or 504 service plan goal where technology is consistently used throughout educational program -Technology used is necessary for post-school success	-IEP or 504 service plan goal where technology is consistently used throughout educational program -Technology used is necessary for post-school success	-IEP or 504 service plan goal where technology is consistently used throughout educational program -Technology used is necessary for post-school success
G. Calculator	-As indicated on IEP or 504 service plan for use in the content area of Science <small>*Calculator use in the content area of Math is an Allowable Accommodation for all students and is not coded on Student Demographic Sheet or indicated in IEP or 504 service plan as a Special Accommodation</small>	-See Allowable Accommodation Chart for appropriate calculator use	-See Allowable Accommodation Chart for appropriate calculator use	-Not applicable
H. Scribe	-Allowable Accommodation	-Allowable Accommodation	-Allowable Accommodation	-As indicated on IEP or 504 service plan where used consistently in educational program or due to short term physical disability to write
I. Unique Accommodation	-DOE approval required prior to use -Unique Adaptive Accommodation Request Form must be completed -IEP or 504 service plan documentation of use of accommodation not indicated in Allowable or Special Accommodations	-DOE approval required prior to use -Unique Adaptive Accommodation Request Form must be completed -IEP or 504 service plan documentation of use of accommodation not indicated in Allowable or Special Accommodations	-DOE approval required prior to use -Unique Adaptive Accommodation Request Form must be completed -IEP or 504 service plan documentation of use of accommodation not indicated in Allowable or Special Accommodations	-DOE approval required prior to use -Unique Adaptive Accommodation Request Form must be completed -IEP or 504 service plan documentation of use of accommodation not indicated in Allowable or Special Accommodations

Have accommodations changed?



- **YES!**
- **Accommodations are Now:**
 - A. Extended Time
 - B. Read Aloud Internal Instructions/Items
 - C. Prompting Upon Request
 - D. Interpreter Signs/Sues Test
 - E. Manipulatives
 - F. Assistive Technology
 - G. Calculator
 - H. Scribe
 - I. Unique Accommodations

What is different?



- **A. Extended Time**
 - EOC assessments are now Un-Timed
- **B. Read Aloud Internal Test Instructions/Items**
 - Has been combined
 - Same rules apply for ELA with 504 students
- **G. Calculator**
 - Only a Special Accommodation for SCIENCE
 - Grades 3-8 only
- **I. Unique Accommodation**
 - Only difference is the Letter

Where are item samples and practice items located?



Testing and Evaluation Site:

http://state.tn.us/education/assessment/alt_MAAS.shtml

What about Secondary Assessments?



- MAAS will be developed for Algebra I and English II
- Both MAAS EOC will be field tested Spring 2011
- Both MAAS EOC will be operational as soon as field test completed and data confirmed

Contact Information



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